



Educator Effectiveness System Vocabulary

Rating Years: Rating Years are years that evaluators DO provide a final Educator Effectiveness Rating. Per state law, Rating Year evaluations will occur for principals and teachers during their first year of employment and every third year thereafter. To best fulfill the System's purpose, districts can always choose to evaluate more frequently. See [Rating Year](#) Visual for more information.

Non-Rating Years: Non-Rating Years are years that evaluators DO NOT provide a final Educator Effectiveness Rating to educators. See [Non-Rating Year](#) Visual for more information.

Educator Effectiveness Plan (EEP): An annual plan whose purpose is to focus the educator on desired student outcome goals and then align educator practice to achieve these goals. EEPs consist of two Student or School Learning Objectives (SLOs) and one or more Professional Practice Goals (PPGs).

School/Student Learning Objectives (SLOs): Rigorous attainable goals for student learning growth. The term SLO has dual meaning within the Educator Effectiveness System. Principals create School Learning Objectives. Teachers create Student Learning Objectives. SLOs are SMART goals: **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, **T**imely

Professional Practice Goals (PPGs): Goals to improve educator practice that are aligned to the 2013 Danielson Framework for Teaching or the Wisconsin Framework for Principal Leadership.

Walkthroughs and Observations: Walkthroughs are brief informal visits to classrooms/schools. Observations are more formal visits to classrooms/schools.

Evaluation Planning Session: A meeting between educator and evaluators to discuss the Pre-Conference Self-Rating and Educator Effectiveness Plan. At this meeting, educators and evaluators discuss the appropriateness of SLOs and PPGs, and determine what evidence educators and evaluators will collect to track progress towards those goals. The evaluator may recommend refinements to the EEP prior to approving it. Also, evaluators and educators will set the annual evaluation schedule to include scheduled observations, meeting, and methods of collecting other sources of evidence.

Mid-Year Review Meeting: A meeting that occurs midway through the SLO cycle—typically halfway through the instructional period. During the meeting, educator and evaluator discuss the status of goals, evidence of progress, and obstacles the educator faces as well as potential strategies to address the obstacles. If necessary, educator and evaluator can adjust the SLOs.

Final Evaluation Meeting: After the educators submit the End-of-Goal Review and evaluators complete a draft of the Final Evaluation Documentation (but before they submit it), they come together for the Final Evaluation Meeting. At this time, the evaluator and educator discuss the SLO and Professional Practice ratings the evaluator proposes. In addition to discussing and deciding final SLO and Practice Ratings, the meeting should focus on how results from the Evaluation Process can be used to inform the educator's SLOs, PPGs, and professional growth opportunities for the following year.

Danielson Framework for Teaching: Rubric used to measure teacher practice. The 2013 Danielson Framework for Teaching was selected based on its strong, documented research base and clearly delineated, observable indicators of teacher practice. The rubric is aligned to the Interstate Teacher Assessment and Support Consortium (INTASC) Standards. The rubric consists of four domains and 22 components:

- Domain 1, Planning and Preparation
- Domain 2, The Classroom Environment
- Domain 3, Instruction
- Domain 4, Professional Responsibilities]

Domains 2 and 3 can be considered “on-stage” and observable in the classroom, while Domains 1 and 4 evaluate a teacher off-stage as they execute professional duties.

Wisconsin Framework for Principal Leadership: Rubric used to measure principal practice. The Wisconsin Framework for Principal Leadership was developed in Wisconsin by the DPI Principal Evaluation Work Group, and references the School Leaders License Consortium Standards (ISSLC Standards). The Wisconsin Framework for Principal Leadership contains 2 domains with 5 sub-domains and 21 components. The Domains are Effective Educators and Leadership Actions.